Special Education

* Recognise and support differences rather than segregating
* Encourage Diversity and inclusion
* Help all staff create personalised learning

It is important that we:

* Listen to professional/outside advice for supporting a student with a disability/ additional learning needs
* Understand what it would be like for parents with a child with a disability/ additional learning needs
* Understand what it would be like for a student with a disability/ additional learning needs

Then make reasonable adjustment to support the student and equip colleagues with the correct tools

**Obligations Regarding Disability**

We (teachers) are required to make reasonable adjustments.

Australian Disability Standards Link

<http://www.ddaedustandards.info/oblig_adjust.php>

**Catering For Student Diversity in the classroom**

How do we create personalised learning?

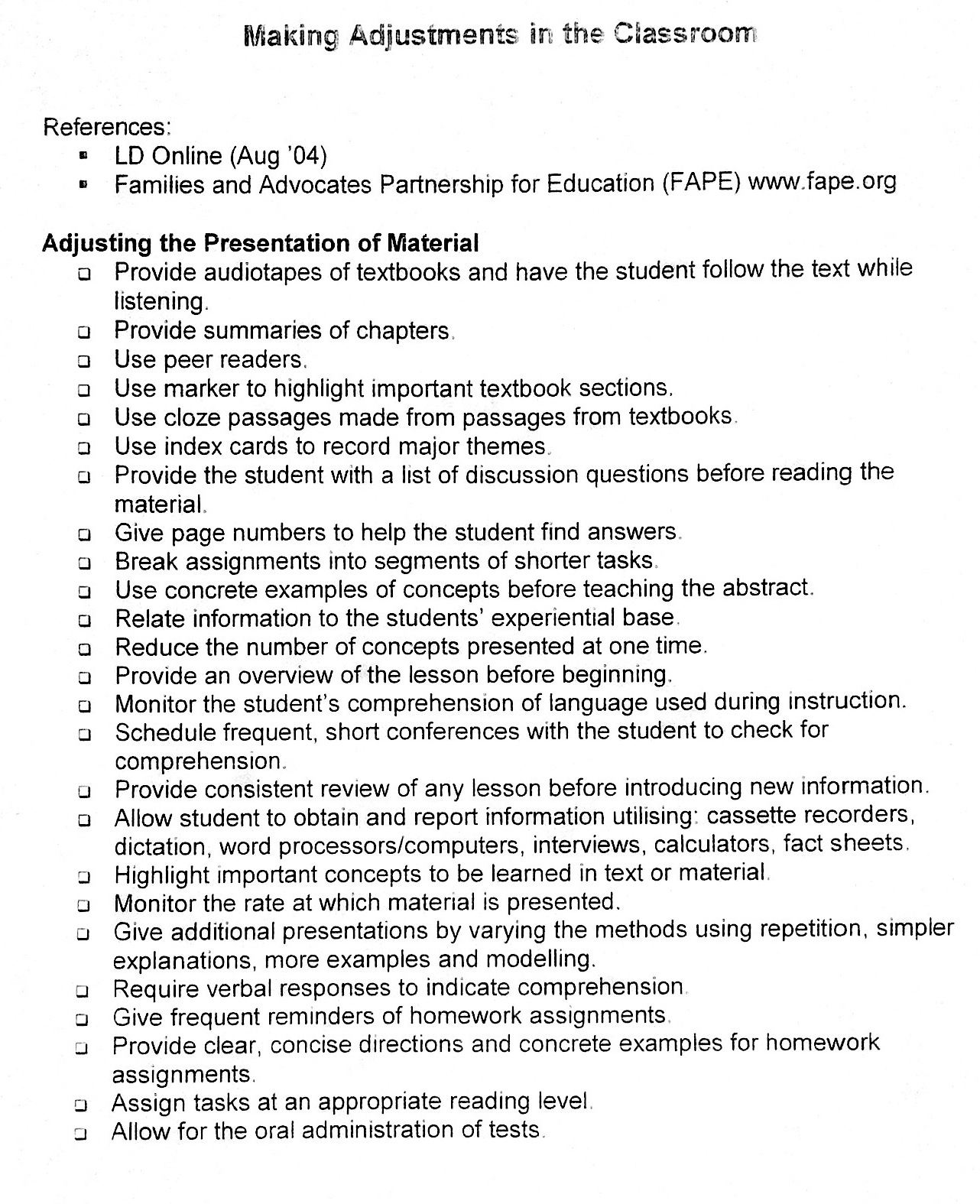
Curriculum needs to be rigorous, meaningful and dignified.

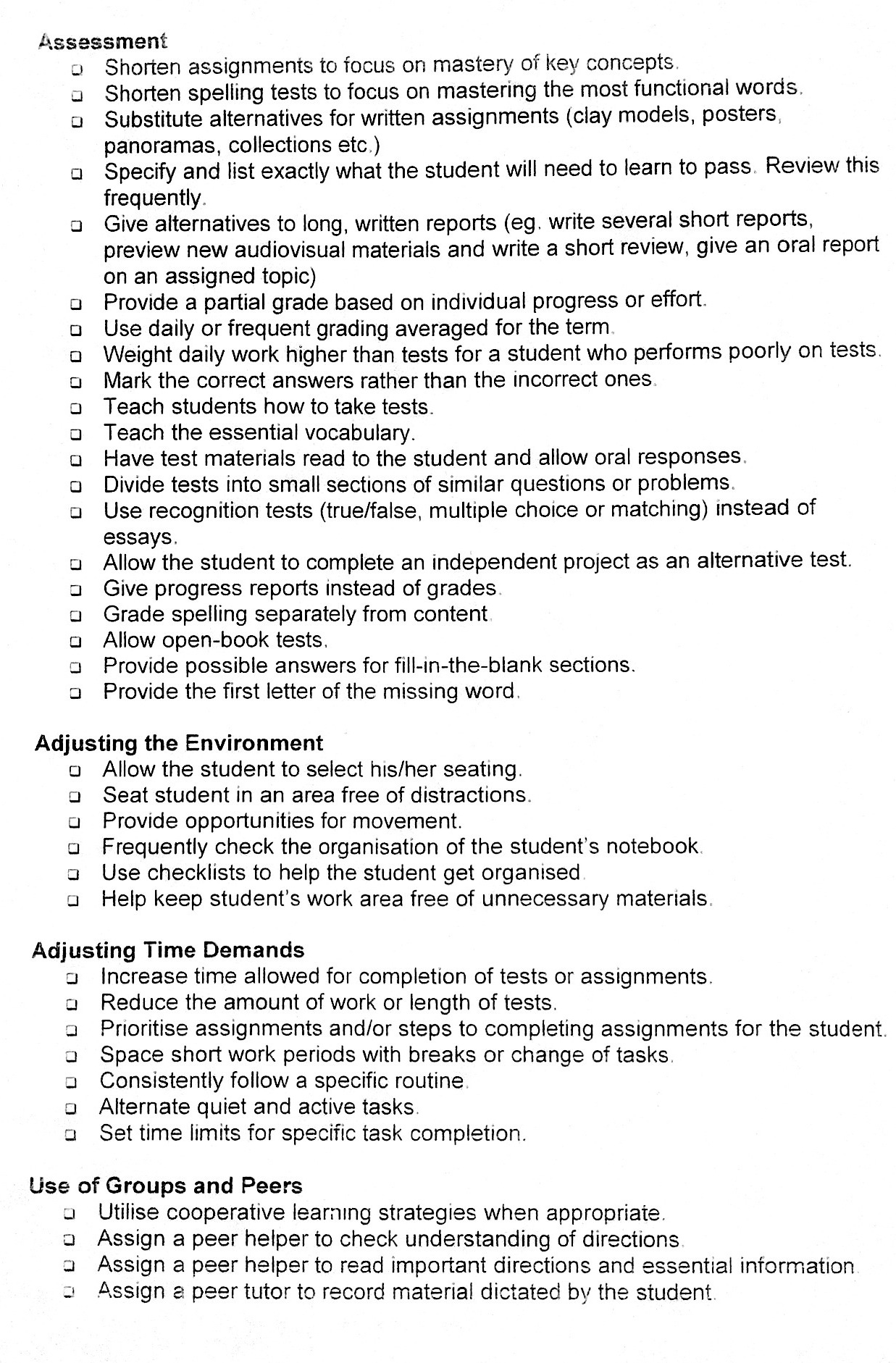
KNOW YOUR STUDENT AND THEIR DISABILITY

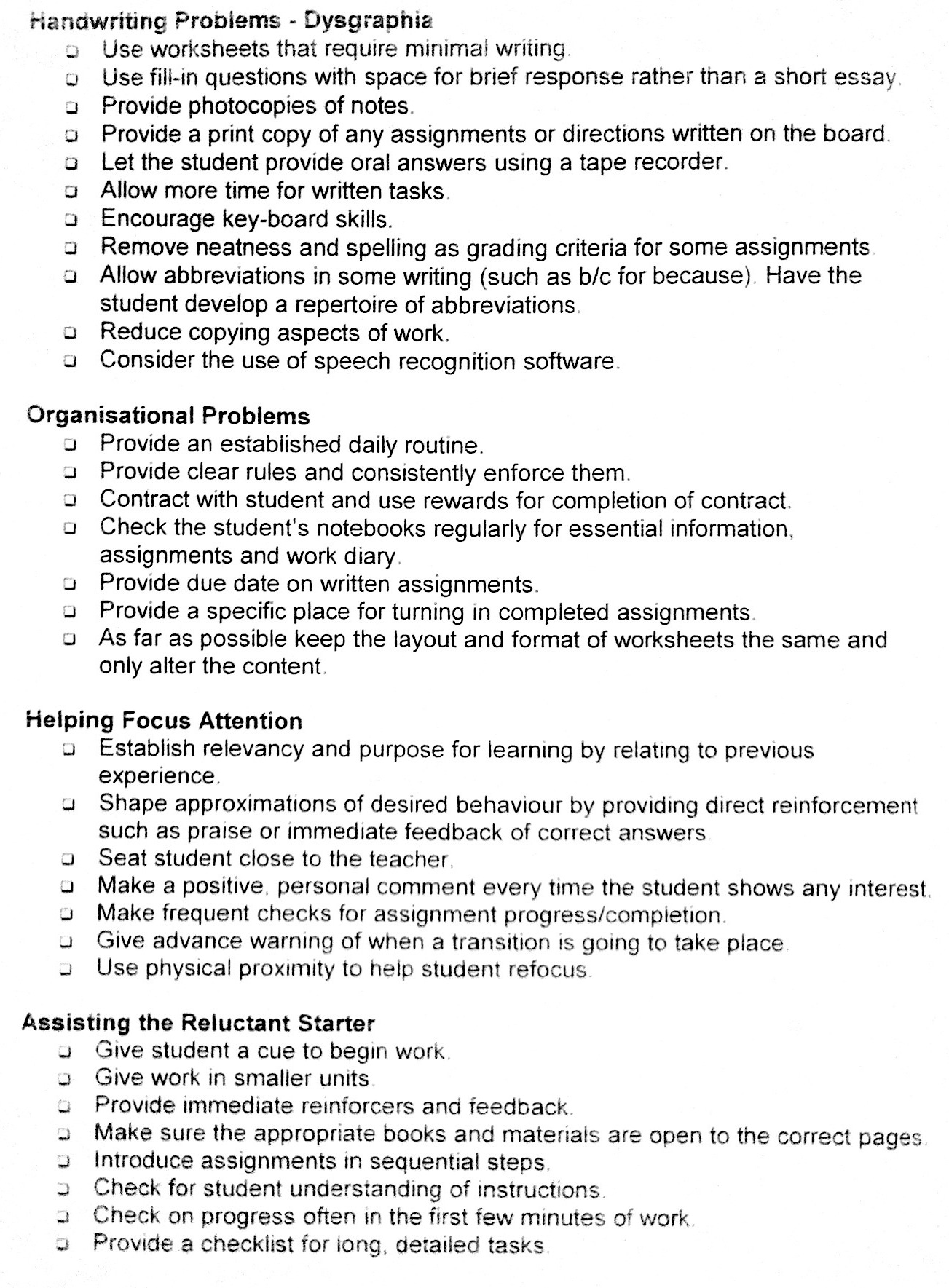
HOW CAN THIS STUDENT ACCESS, PARTICIPATE & DEMONSTRATE LEARNING IN THIS UNIT OF WORK

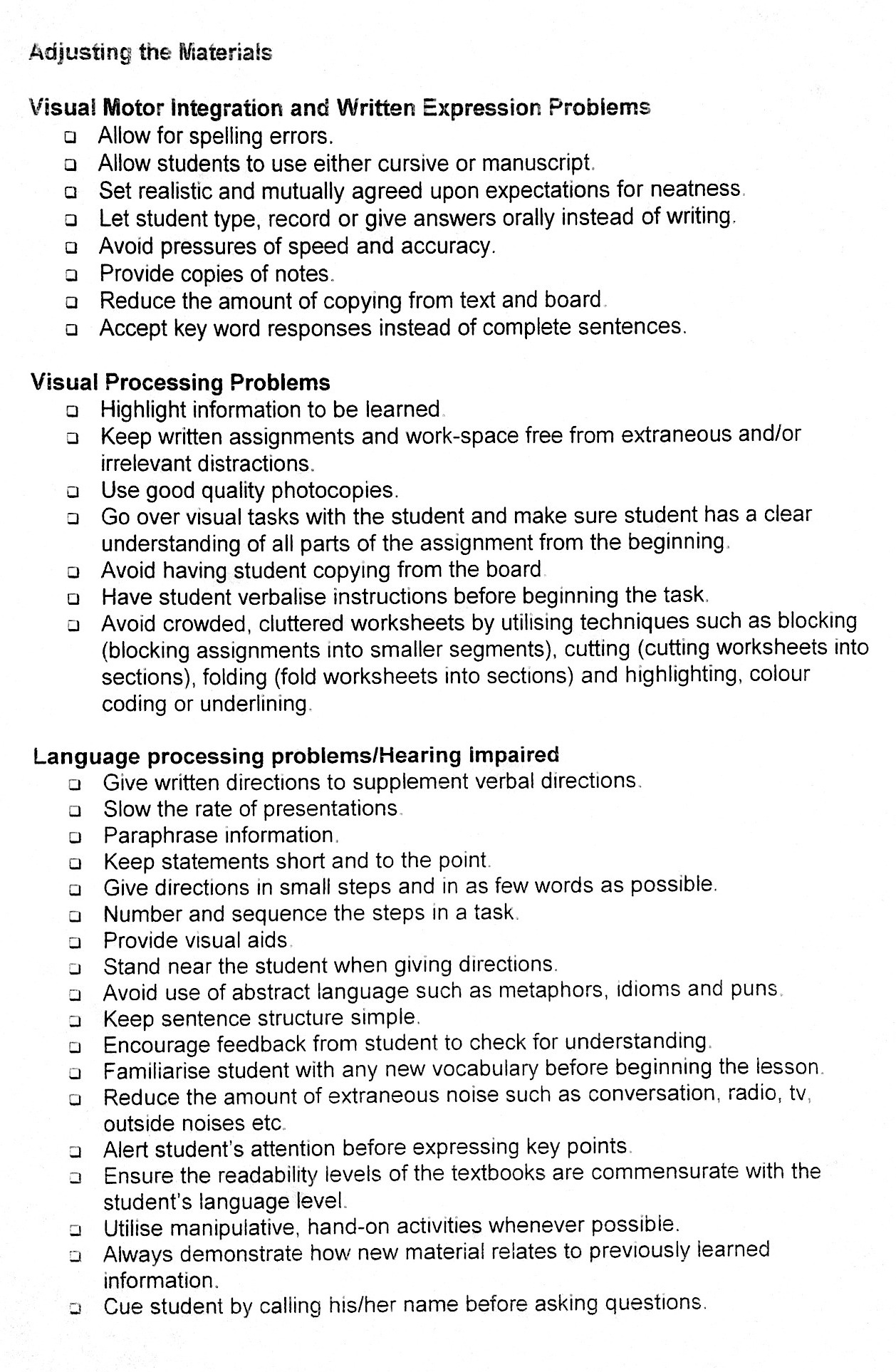
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| **AREAS TO LOOK AT MAKING ADJUSTMENTS** | **PROGRAMMING CONSIDERATIONS** |
| **CONTENT** | * **Learn to/ Learn Abouts (Same/Different/Depth of Understanding)** * **Outcomes (same / different indicators / different number of outcomes )** |
| **PROCESS/INSTRUCTIONAL STRATEGIES** | **Learning Tasks**   * **Same – different amount of work** * **Different task – same content focus** * **Different ways for student to access content (technology, 1on1, parallel, peer groups etc)** * **Different way in which student can still meaningfully participate** |
| **PRODUCT/ASSESSMENT** | * **Same task (different amount of work, different way of representing it, different format** * **Different assessment task** |
| **LEARNING ENVIRONMENT** | * **Social supports** * **Routines expectations** |

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| **AREAS TO LOOK AT MAKING ADJUSTMENTS** | **PROGRAMMING CONSIDERATIONS** |
| **CONTENT** | **Learn to/ Learn Abouts:**   * **Same** * **Different** * **Depth of Understanding**   **Outcomes**   * **Same** * **Different indicators** * **Different outcomes and indicators** |
| **PROCESS/INSTRUCTIONAL STRATEGIES** | **Learning Tasks**   * **Same – different amount of work** * **Different task – same content focus** * **Different ways for student to access content (technology, 1on1, parallel, peer groups etc)** * **Different way in which student can still meaningfully participate** |
| **PRODUCT/ASSESSMENT** | **Same Task**     * **Different amount of work** * **Different way of representing it** * **Different format**   **Different assessment task** |
| **LEARNING ENVIRONMENT** | * **Social supports** * **Routines expectations** |

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**Intellectual Disability**

*An IQ below 70 (average IQ is 100)*

IM: Mild intellectual disability (IQ between 50-70)

* participates in and contributes to their families and their communities,
* has important relationships in his/her life,
* works in either open or supported employment,
* may live and travel independently but will need support and help to handle money and to plan and organise their daily life,
* may marry and raise children with the support of family, friends and the service system,
* may learn to read and write

IO: Moderate intellectual disability (IQ between 35-50) **LIFE SKILLS**

* has important relationships in his/her life,
* enjoys a range of activities with their families, friends and acquaintances,
* understands daily schedules or future events if provided with pictorial visual prompts such as daily timetables and pictures,
* makes choices about what s/he would like to do, eat, drink etc
* may learn to recognise some words in context, such as common signs including ‘Ladies’, ‘Gents’ and ‘Exit’,
* may develop independence in personal care,
* will need lifelong support in the planning and organisation of their lives and activities

IS: Sever intellectual disability (IQ below 35)

* recognises familiar people and may have strong relationships with key people in their lives,
* has little or no speech and relies on gestures, facial expression and body language to communicate,
* requires lifelong help with personal care tasks, communication and accessing and participating in community facilities, services and activities.

General Characteristics of the difficulty:

* learning and processing information as quickly as people without an intellectual disability,
* grasping abstract concepts such as money and time,
* understanding the subtleties of interpersonal interactions (and so may sometimes behave awkwardly or inappropriately in social situations),
* manipulating the ideas and concepts required for planning and organisation.

***40% of people with an intellectual disability will develop mental health issue***

***Other issues that can cause this to escalate are:***

***Split parents***

***Bullying***

***Peer Rejection***

***Academic Failure***

***Poor Behaviour***

Autism interferes with the normal development of the brain in the areas of reasoning, social interaction and communication skills. Children and adults with autism typically have deficiencies in verbal and non-verbal communication, social interactions and leisure or play activities. The disorder makes it hard for them to communicate with others and relate to the outside world. They may exhibit repeated  
body movements (hand flapping, rocking), unusual responses to people or attachments to objects and resist any changes in routines. In some cases, aggressive and/or self-injurious behavior may be present.

**Planning to cater for your student and including Learning Support**

* Referral (ALL STAFF>LEARNING SUPPORT 2011)
* Organise a time or include a member of the LSF in your programming time
* Discuss the option of Team Teaching in your class
* Collect data and strategies from LSF

**Last Note:**

**What works (John Hattie, data drawn from 800 meta analyses, 52637 studies, based on many millions of students)**

Effect Sizes

**0.1** – (maturation) the yearly improvement from normal development without any teaching   
**0.25** – (teaching) the average effect of having a teacher, any teacher, regardless of the quality of instruction   
**0.42** – (mean) the average effect size for all educational interventions  
**0.5** – (minimum for intervention) since better than average effects should be a basic requirement for expending resources  
**0.8** – (significant effects) where the impacts start to become visible to the ‘naked eye’.

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| Influence | Effect Size | Source of Influence |
| [Feedback](http://www.learningandteaching.info/teaching/what_works.htm#Feedback) | 1.13 | Teacher |
| [Students' prior cognitive ability](http://www.learningandteaching.info/teaching/what_works.htm#Students'priorcognitiveability) | 1.04 | Student |
| [Instructional quality](http://www.learningandteaching.info/teaching/what_works.htm#Instructionalquality) | 1.00 | Teacher |
| [Direct instruction](http://www.learningandteaching.info/teaching/what_works.htm#Directinstruction) | .82 | Teacher |
| [Remediation/feedback](http://www.learningandteaching.info/teaching/what_works.htm#Remediationfeedback) | .65 | Teacher |
| [Students' disposition to learn](http://www.learningandteaching.info/teaching/what_works.htm#Studentsdispositiontolearn) | .61 | Student |
| Class environment | .56 | Teacher |
| Challenge of Goals | .52 | Teacher |
| Peer tutoring | .50 | Teacher |
| Mastery learning | .50 | Teacher |
| Homework | .43 | Teacher |
| Teacher Style | .42 | Teacher |
| Questioning | .41 | Teacher |
| Peer effects | .38 | Peers |
| [Advance organisers](http://www.learningandteaching.info/teaching/what_works.htm#Advanceorganisers) | .37 | Teacher |
| Simulation & games | .34 | Teacher |
| [Computer-assisted instruction](http://www.learningandteaching.info/teaching/what_works.htm#CAI) | .31 | Teacher |
| Testing | .30 | Teacher |
| Instructional media | .30 | Teacher |
| Affective attributes of students | .24 | Student |
| Physical attributes of students | .21 | Student |
| Programmed instruction | .18 | Teacher |
| Audio-visual aids | .16 | Teacher |
| [Individualisation](http://www.learningandteaching.info/teaching/what_works.htm#Individualisation) | .14 | Teacher |
| Finances/money | .12 | School |
| [Behavioural objectives](http://www.learningandteaching.info/teaching/what_works.htm#Behaviouralobjectives) | .12 | Teacher |
| Team teaching | .06 | Teacher |
| Physical attributes (e.g., class size) | -.05 | School |